

# Final Evaluation Meeting

## Erasmus+ Key Action 2

**“Youth Work Can Unite: International Volunteering to Enhance Solidarity and Fight Nationalism”**

**11 -16 July 2022, Mombasa, Kenya**



Co-funded by the  
Erasmus+ Programme  
of the European Union





ENHANCING  
SOLIDARITY



YOUTH WORK  
CAN UNITE



JULY  
2022





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## Introduction

Initiated in 2019, “Youth Work Can Unite” gave its participating youth organisations significant opportunities to exchange on Anti-racism education. Staff capacity was built, awareness among local communities was raised, and young people were empowered. That is not to say that we did not encounter any unexpected outcomes or challenges along the way.

In fact, we encountered significant pandemic-induced delays and mishaps in the implementation of this project. Some participants were stranded for weeks until special repatriation flights could be arranged to get them back home safely from our International Anti-Racism Training in March 2020. The financial consequences of this mishap are represented in the final budget, while the emotional consequences remain present. Staff changes in partner organisations, as well as the entire coordinating organisation, required that we repeat some of the capacity building elements during an online Refresher workshop. Volunteer mobilities were affected extensively by unpredictable travel regulations, making it impossible for the mobilities to happen simultaneously. The coordination effort required significantly more attention.

The Evaluation Meeting of this long and complex project aimed to:

- Present the implemented action, evaluate and discuss their effectiveness;
- Delegate tasks for the dissemination of project results;
- Ensure to transversally include all post-pandemic transformations and innovations in the evaluation process with the result being recommendations for adapting our future projects to our current world.

Recommended Resources with more Background Information:

- [Project Outline](#) - dates and activities changed because of the pandemic
- [Timeline of Activities of the Volunteering Activities](#) - dates and activities changed because of the pandemic
- [Final Activity Report of the International Anti-Racism Training](#)
- [Practical Guide for Intercultural Learning in International Voluntary Service](#)
- [Standing Together Against Racism: A Training Handbook](#)

Finally, be sure to check the [Summary of Recommendations](#), for the important insights we gathered from which we hope others can learn. Youth work can unite!

*Courtney Kelner*

Programme and Grants Officer  
ICYE International Office



## Erasmus+ Key Action 2 Project

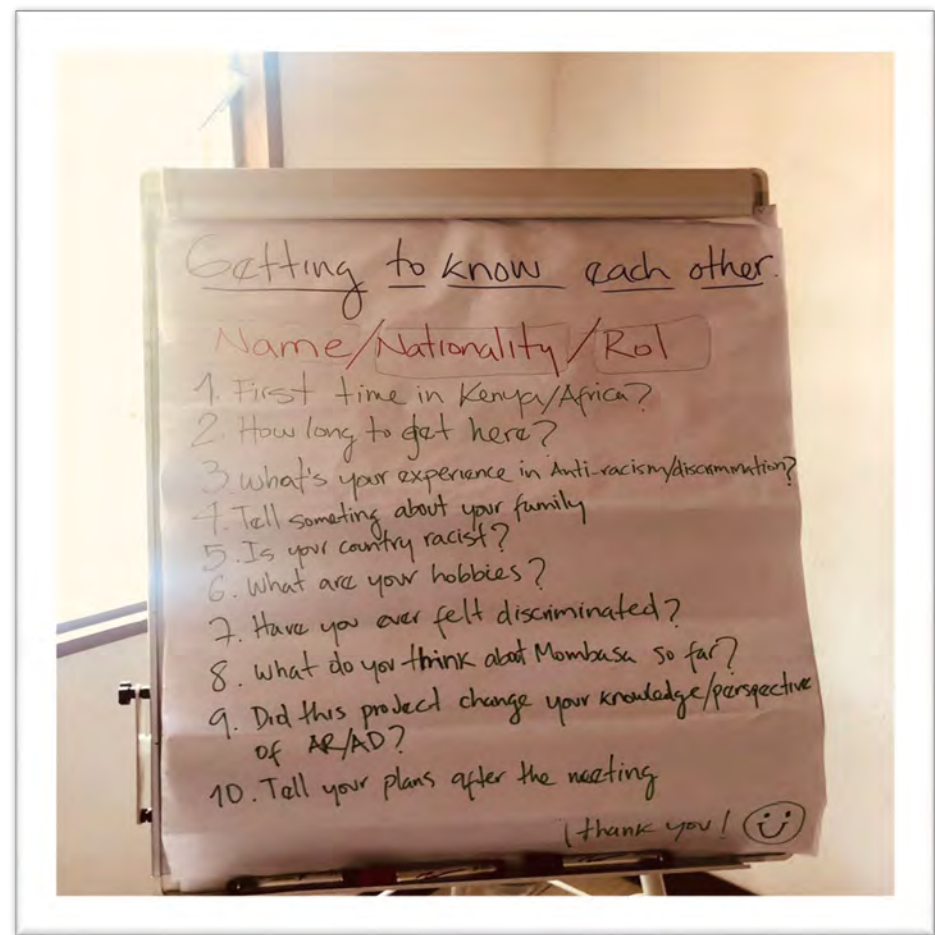
### 'Youth Work Can Unite: International Volunteering to Enhance Solidarity and Fight Nationalism'

#### OVERVIEW OF AGENDA OF THE FINAL EVALUATION MEETING

DATE	TUESDAY 12 JULY 2022	WEDNESDAY 13 JULY 2022	THURSDAY 14 JULY 2022	FRIDAY 15 JULY 2022
DAY #	DAY 1	DAY 2	DAY 3	DAY 4
DAILY THEME	REVIEW & RETROSPECTIVE	EXPERIENTIAL LEARNING / ANTI-RACISM TOOLKIT	NEXT STEPS FOR ICYE ERASMUS+ PROJECTS	EXPERIENTIAL LEARNING (ExL) ACTIVITY
M O R N I N G	<b>WELCOME &amp; INTRODUCTIONS</b> <ul style="list-style-type: none"> <li>Welcome by ICYE Kenya &amp; IO</li> <li>Getting Acquainted — learning about other</li> <li>Logistics &amp; Advice for an Active Participation</li> <li>Overview of the Agenda</li> <li>Expectations, Concerns, Contributions</li> <li>Social Contract</li> <li>Debriefing &amp; Reporting Sessions - End of Day Feedbacks</li> </ul>	<b>EXPERIENTIAL LEARNING (ExL) DESIGN &amp; ANTI-RACISM</b> <ul style="list-style-type: none"> <li>History of Kenya and Mombasa</li> </ul>	<b>ANALYSING TOOLKIT SURVEY RESULTS</b> <ul style="list-style-type: none"> <li>Presentation of the Anti-Racism Toolkit Survey responses</li> <li>What are NCs already doing in their work to tackle anti-racism?</li> </ul>	<b>CITY-BASED &amp; ANTI-RACIST EXPERIENTIAL LEARNING (ExL) ACTIVITY</b> <ul style="list-style-type: none"> <li>Project visits</li> <li>City tours: e.g. historical and colonial-legacy tour of Mombasa</li> <li>Ecological topics: e.g. management of mangroves</li> </ul>
	<b>OVERVIEWING THE ANTI-RACISM TRAINING &amp; CAMPAIGNS</b> <ul style="list-style-type: none"> <li>Background of Project and Aims &amp; Objectives of the Final Evaluation Meeting</li> <li>Aims and Objectives of the Erasmus+ Key Action 2</li> </ul>	<b>EXPERIENTIAL LEARNING (ExL) DESIGN &amp; ANTI-RACISM</b> <ul style="list-style-type: none"> <li>Traces of Colonialism activity and discussion</li> </ul>	<b>RECOGNITION &amp; VALIDATION</b> <ul style="list-style-type: none"> <li>Recognition and validation of participants' learning outcomes based on the ideas and needs of volunteers &amp; multipliers.</li> <li>Review the EU youth pass</li> </ul> <b>DEOR (DISSEMINATION &amp; EXPLOITATION OF RESULTS) PLAN</b> <ul style="list-style-type: none"> <li>Create dissemination plan – what, how, when, roles &amp; responsibilities, timeframe for implementation</li> <li>Decide languages of translation of the Toolkit</li> <li>Launching the Toolkit</li> </ul>	...contd. <b>CITY-BASED &amp; ANTI-RACIST ExL ACTIVITY</b>
NOON	LUNCH	LUNCH	LUNCH	LUNCH
A F T E R N O O N	<b>EXPERIENTIAL LEARNING (ExL) DESIGN &amp; ANTI-RACISM</b> <ul style="list-style-type: none"> <li>Social Inclusion through experiential learning</li> </ul>	<b>OVERVIEWING THE ANTI-RACISM TRAINING &amp; CAMPAIGNS - cont'd</b> <ul style="list-style-type: none"> <li>Presentations of campaigns in Africa, Latin America &amp; Europe</li> <li>Videos from volunteers</li> <li>Presentation from volunteer at ICYE Kenya</li> <li>Presentations of hosting projects - Daniela and Rex</li> </ul>	<b>ACTION PLAN TO FINALISE THE TOOLKIT</b> <ul style="list-style-type: none"> <li>Further division of tasks, timeline for working groups to finalise and disseminate the toolkit</li> </ul>	...contd. <b>CITY-BASED &amp; ANTI-RACIST ExL ACTIVITY</b>
	<b>EXPERIENTIAL LEARNING (ExL) DESIGN &amp; ANTI-RACISM</b> <ul style="list-style-type: none"> <li>Experiential Learning exercise: I Can't Breathe</li> </ul>	<b>THINK TANK ON ACHIEVEMENTS &amp; CHALLENGES</b> <ul style="list-style-type: none"> <li>Discussion and analysis of training, volunteering, and campaigning actions and results: Outline key learning points and main challenges</li> </ul> <b>THINK TANK ON SPECULATIVE FUTURING</b> <ul style="list-style-type: none"> <li>Discussion on the future of such actions, i.e. how has the pandemic changed our work, what elements can/should be digitised?</li> </ul>	<b>FUTURE PROJECTS &amp; FOLLOW-UP</b> <ul style="list-style-type: none"> <li>Future projects and follow-up</li> <li>Alternative joint partnerships &amp; resource mobilisation strategy</li> <li>Rekindling the unified/collaborative anti-racist work of ICYE</li> <li>Anti-discrimination /inclusion motion to be presented at the next ICYE GA</li> </ul> <b>FINAL EVALUATION</b> <ul style="list-style-type: none"> <li>Evaluation of the Final Evaluation Meeting</li> </ul>	...contd. <b>CITY-BASED &amp; ANTI-RACIST ExL ACTIVITY</b>
	END OF DAY FEEDBACK	MID-TERM EVALUATION	END OF DAY FEEDBACK	FAREWELL

Day 1: Tuesday 12th July 2022

Activity	Description
Getting To Know Each Other	<ul style="list-style-type: none"><li>- Participants group themselves in pairs</li><li>- They ask one of the questions listed on the flipchart to their partner and start drawing a portrait of the person while listening to their answer.</li><li>- Then you switch roles and become the answerer and pose for your portrait.</li><li>- For the next question, one person from each pair rotates to sit with another partner. They leave the unfinished portrait to be continued by the next interviewer/artist.</li><li>- By the end, we each have a portrait that compiles how all of the others see us. And we have had one-on-one time to answer some introductory questions about ourselves and our motivations for being here.</li></ul>
<b>Objective of Activity :</b> For participants to get to know each other, Practise listening and speaking , and have introductory conversations in line with the theme of the project	







Activity	Description
Expectations, Fears and Concerns	<ul style="list-style-type: none"><li>- 3 different colours of post-its are distributed among participants, where they can anonymously write down their expectations, fears and concerns.</li><li>- The facilitator can then read out each one to make sure that everyone's input is voiced.</li><li>- These will then be referred to at the mid-term and final evaluations.</li></ul>
Objective of Activity: Give participants the opportunity to express their expectations, fears and concerns	



Activity	Description
<b>Social Contract</b>	Participants commit to sharing responsibility with the facilitators and agree to taking up certain tasks e.g doing daily reports of the sessions.
Objective Of the Activity : Drive a sense of shared responsibility	

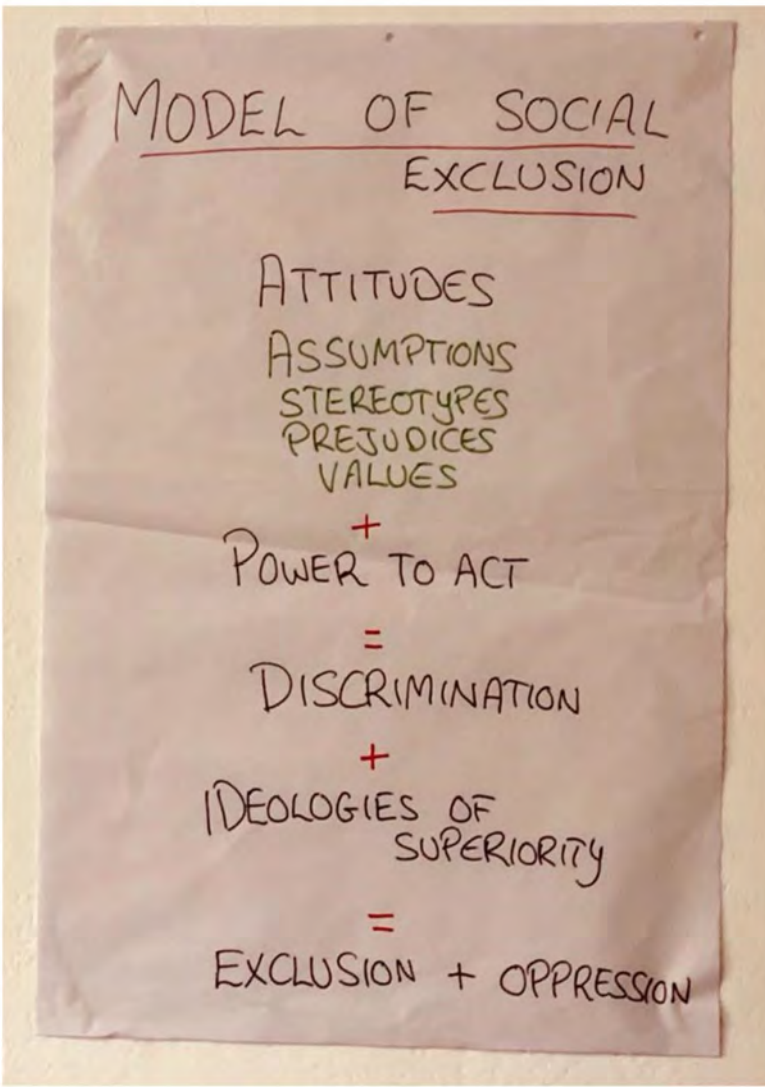
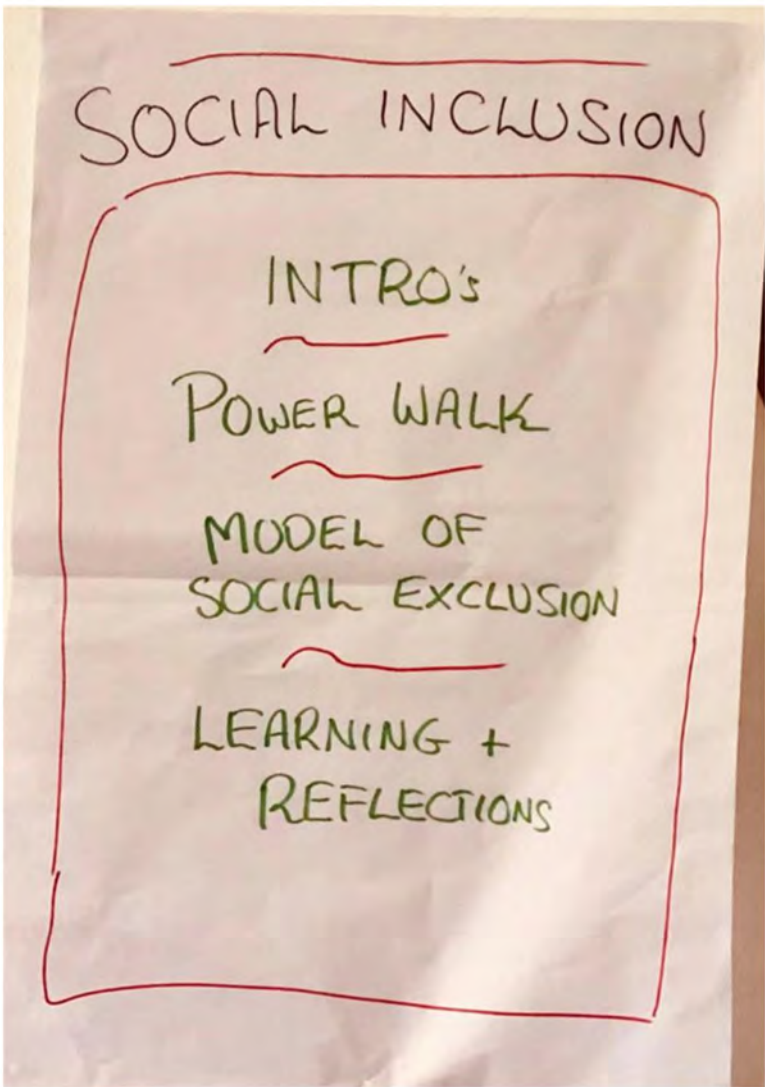


Activity	Description
<b>Aims and Objectives of Erasmus+ Key Action 2</b>	Familiarise participants with the programme that supported this entire project
<p>The European Commission has since updated the programmatic guidelines for the 2021-2027 period, however the core objectives remain similar.</p> <p>We discuss with participants which of the intended impacts we were able to reach within the scope of this project. Further, future project ideas are brainstormed that could follow-up on the project results to multiply the impact.</p> <p><b>This Key Action supports:</b></p> <ul style="list-style-type: none"> <li>Partnerships for Cooperation, including Cooperation Partnerships and Small-scale Partnerships;</li> <li>Partnerships for Excellence, including Centres for Vocational Excellence and Erasmus Mundus Action;</li> <li>Partnerships for Innovation, including Alliances and Forward-looking projects;</li> <li>Capacity Building projects in the fields of higher education, vocational education and training, youth and sport;</li> <li>Not-for-profit European sport events.</li> </ul> <p><b>Intended Impacts:</b></p> <ul style="list-style-type: none"> <li>increased quality of education and training, youth work and sport practices in Europe and beyond: combining higher levels of excellence and attractiveness with increased opportunities for all;</li> <li>education, training and youth systems that are better aligned to the needs of and opportunities offered by the labour market, and closer links to business and the community;</li> <li>improved provision and assessment of basic and transversal skills, particularly: entrepreneurship, social, civic, intercultural and language competences, critical thinking, digital skills and media literacy;</li> <li>increased synergies and links and improved transition between the different sectors of education, training and youth at national level, with improved use of European reference tools for recognition, validation and transparency of competences and qualifications;</li> <li>increased use of learning outcomes when describing and defining qualifications, parts of qualifications and curricula, in support to teaching and learning and in assessment;</li> <li>increased awareness and openness to social diversity and increased inclusiveness and accessibility of education systems and possibilities</li> <li>new and increased inter-regional and transnational cooperation of public authorities in the fields of education, training and youth;</li> <li>more strategic and integrated use of ICTs and open educational resources (OER) in education, training and youth systems;</li> <li>increased motivation for language learning through innovative teaching methods or better links to practical use of language skills required by the labour market;</li> <li>reinforced interaction between practice, research and policy.</li> <li>increased level of participation in sport and physical activity as a tool for health and well being</li> <li>increased knowledge on how to tackle cross-border threats to the integrity of sport, such as doping, match fixing and violence, as well as all kinds of intolerance and discrimination better support of good governance in sport and dual careers of athletes;</li> <li>increased recognition of voluntary activities in sport;</li> <li>increased mobility of volunteers, coaches, managers and staff of non-profit sport organisations;</li> <li>increased social inclusion and equal opportunities in sport.</li> </ul>	





Activity	Description
Social Inclusion	Activity to raise awareness about social inclusion & exclusion.
<p>The activity is divided into 3 parts:</p> <ol style="list-style-type: none"><li>1. Powerwalk, participants individually receive a profile, stand in a straight line side by side, and must decide whether to move forward or not each time the facilitator gives a statement. At the end of the questions or statements, the differences in location can be observed, this sensitizes the participants on how to determine the differences and limitations that people have when it comes to being included or excluded in any area of society.</li><li>2. Exclusion model. The model is presented and developed.</li><li>3. The activity closes with reflections and discussion. It is interesting to see how we all, depending on our own realities, see inclusion and exclusion in society with different eyes. Cultural values, religion, our formation, what we learned in our family and what we have learned through our education, training and professionally, makes us reflect on how we understand the different aspects where people are excluded for different reasons.</li></ol>	







Activity	Description
<b>I Can't Breathe</b>	To create a safe space for participants to consider and share perspectives, experiences and ideas on how they, their communities and organisations can address issues of systemic racism in a just and equitable way

**Objective:**

- Reflect on and process their feelings in relation to the high levels of racism in the world and the ongoing protests, as well as interrogating the significance of this for them as participants **(I)**
- To identify some of the internal and external blocks that prevent them from being more inclusive in their practice **(Can't)**
- To explore potential areas of “new growth” and new ideas / energy for becoming more anti-racist and inclusive practitioners in the future **(Breathe)**

**Structure of the Session**

Section	Approximate Time
<b>Opening</b> (Welcome, Session overview, Introductions & Expectations)	30 mins
<b>I level –</b> What feelings do Racial Discrimination and Racism trigger in you?	30 mins
<b>Can't level –</b> What are the challenges and barriers that prevent us from being more anti-racist and inclusive: In our own practice, and in our Communities and Organisations?	30 mins
<b>Breathe level –</b> What new ideas do we have to enable us to be more anti-racist and inclusive: <ul style="list-style-type: none"> <li>On an individual level?</li> <li>In our communities?</li> <li>In our work teams and organisations?</li> </ul>	30 mins
<b>Model of Racism &amp; Oppression</b>	15 mins
<b>Next Steps</b> (Action Points, Reflections)	15 mins
<b>Total</b>	<b>2.5 hours</b>

**Facilitators Guide (to be adapted as needed for online or in-person sessions)**

**Part 1 - OPENING**

**Learning Objectives:**

- For participants to have a clear understanding of the purpose and process of the session
- Enable participants to feel welcome, comfortable and actively engaged in the session

Time	Facilitation Steps	Additional information / Resources
<b>Introduction of the session</b> 15 mins	<ul style="list-style-type: none"> <li>Give some background to the “I Can't Breathe” (Anti-Racism) Dialogues</li> <li>Introduce guest speaker (if there is one) who gives a short presentation relating to the importance of tackling Racism</li> <li>Brief self-introductions of facilitators team</li> </ul>	Slides 1-3  Bio of guest speaker





<b>Overview and Context of the Session</b> 5 mins	<ul style="list-style-type: none"> <li>Present Session Journey Slide and explain “I Can’t Breathe” process (slide 4)</li> <li>Present context slide / Franz Fanon quote and explain (slide 5)</li> <li>Share the Desmond Tutu quote on neutrality as a dilemma to be considered throughout the session discussions (slide 6)</li> </ul>	Slides 4-6  For more about Franz Fanon, share either or both of these links:  <a href="https://globalsocialtheory.org/t_hinkers/franz-fanon/">https://globalsocialtheory.org/t_hinkers/franz-fanon/</a>  <a href="https://en.wikipedia.org/wiki/F_rantz_Fanon">https://en.wikipedia.org/wiki/F_rantz_Fanon</a>  For this and other quotes from Desmond Tutu - <a href="https://embraceeveryone.wordpress.com/2022/01/15/wisdom-from-desmond-tutu/">https://embraceeveryone.wordpress.com/2022/01/15/wisdom-from-desmond-tutu/</a>
<b>Introductions and Expectations</b> 10 mins	<ul style="list-style-type: none"> <li>If online, can be done by using Menti.com (or using flipcharts for an in-person session)</li> <li>Share link and code for Menti – explain that participants can also give answers in the Chat</li> </ul> <p>Suggested Questions –</p> <ul style="list-style-type: none"> <li>Where are you based?</li> <li>Which organisation are you associated with?</li> <li>What are your expectations for the session?</li> <li>What will help us to learn and share?</li> </ul>	Menti.com (if online) –needs to be prepared for each session

## Part 2 – I Level

### Learning Objectives:

- Enable participants to explore and share their feelings around the issue of racism and oppression broadly, and how this impacts on them personally and professionally

<b>Group work (1<sup>st</sup> round – I level)</b> 15 mins	<ul style="list-style-type: none"> <li>Share slide and go through the Group work guidelines (slide 7)</li> <li>Share the first level question (slide 8) and break into small groups of 5-6 people or less</li> </ul> <p><b>I Level – What feelings do Racial Discrimination and Racism trigger in you?</b></p> <ul style="list-style-type: none"> <li>If online, share a link to the Google doc in chat and copy all the questions into chat</li> </ul>	Slides 7-8  Prepare google doc (online) or use flipcharts (in-person)
<b>Plenary Discussion</b> 15 mins	<ul style="list-style-type: none"> <li>Group representatives to share a few key points from their discussion</li> <li>Remind each group to focus on <b>new</b> points as they present to avoid repetition</li> <li>Ask groups reflective questions about the process and experience</li> <li>After all groups have shared, ask a reflective question, such as “<i>what stands out for you from this discussion?</i>”</li> </ul>	

## Part 3 – Can’t Level

### Learning Objective:

- For participants to identify internal and external blocks to their development as inclusive and anti-racist practitioners

<b>Group work (2<sup>nd</sup> round – Can’t level)</b> 15 mins	<ul style="list-style-type: none"> <li>Share the Can’t Level Question (slide 9) and break into different small groups</li> </ul> <p><b>Can’t Level – What are the challenges and barriers that prevent us from being more anti- racist and inclusive:</b></p> <ul style="list-style-type: none"> <li>In our own practice, in our communities and organisations?</li> </ul>	Slide 9  Prepare google doc (online) or use flipcharts (in-person)
<b>Plenary Discussion</b> 15 mins	Follow a similar process to the earlier round to draw out key points from each group, followed by facilitated discussion	





## Part 4 – Breathe Level

### Learning Objective:

- For participants to identify new ideas and sources of inspiration / creativity to promote equity, inclusion and justice

<b>Group work</b> (3 <sup>rd</sup> round – Breathe level) 15 mins	<ul style="list-style-type: none"> <li>Share the Breathe level question (slide 10)</li> </ul> <p>Break into different small groups</p> <p><b>Breathe Level - What new ideas do we have to enable us to be more anti-racist and inclusive:</b></p> <ul style="list-style-type: none"> <li>On an individual level?</li> <li>In our communities?</li> <li>In our work teams and organisations?</li> </ul> <ul style="list-style-type: none"> <li>Again, groups take notes in a google document and these are used to facilitate the plenary de- brief and discussion</li> <li>Share the link and paste the question in chat</li> </ul>	<p>Slide 10</p> <p>Prepare google doc (online) or use flipcharts (in-person)</p>
<b>Plenary Discussion</b> 15 mins	<p>Follow a similar process to the earlier rounds to draw out key points from each group, followed by facilitated discussion</p>	

## Part 5 – Model of Racism

### Learning Objectives:

- For participants to have some theoretical background to help them more deeply understand the process of discrimination and racism, and the ideology of white superiority that underpins and reinforces it

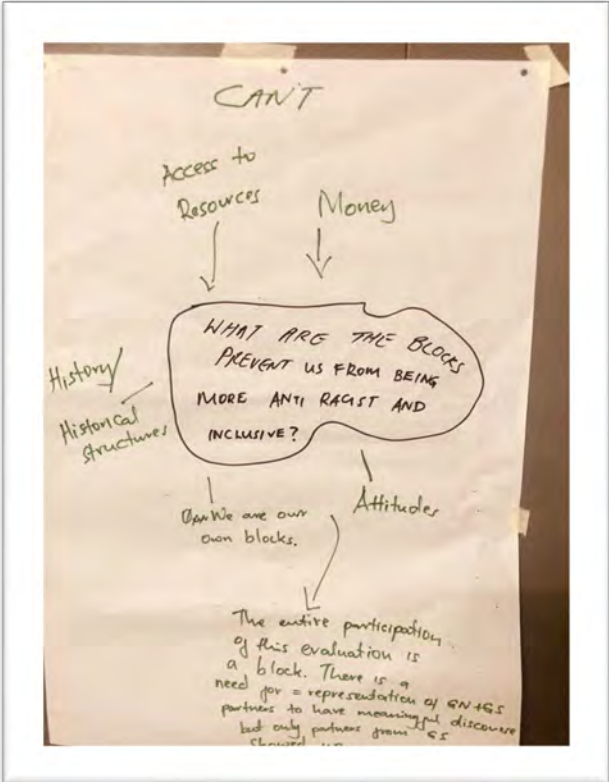
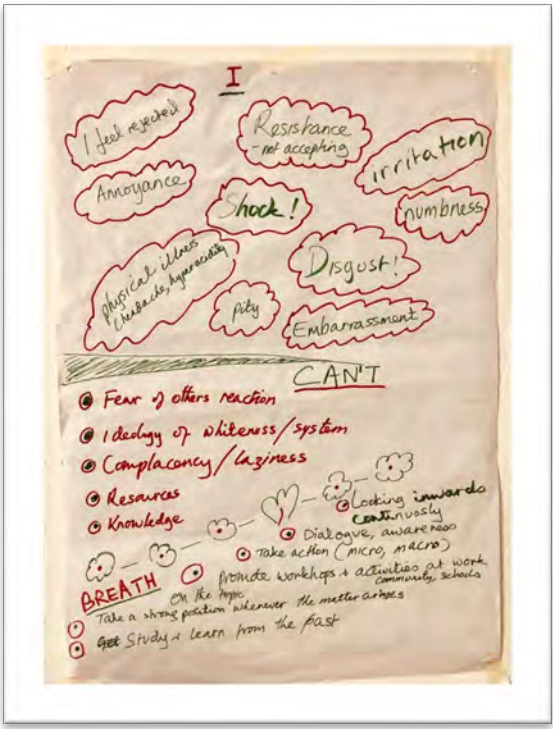
<b>Definitions and Model</b> 15 mins	<ul style="list-style-type: none"> <li>Share the OSDC definition of Racism, give several examples at each level of the model (e.g. how negative Attitudes combined with Power lead to Discrimination and, when reinforced by the Ideology of Superiority, leads to Racism and Oppression)</li> <li>Ask for comments, reactions to the model and facilitate short discussion around it</li> <li>Share briefly that to undo the Model it is important to tackle it at each level but, especially, to contradict the Ideology of Superiority</li> </ul>	<p>Slide 11</p> <p>OSDC = Organisational and Social Development Consultants. The model was developed over 40 years ago from work in Southern Africa and UK, now used widely in more than 25 countries in Africa, Asia and Europe as “the Social Inclusion Model”</p>
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## Part 6 – Next Steps

### Learning Objective:

- For participants to share reflections and leave feeling continue to tackle racism and be inspired to take action to end other forms of oppression

<b>Next Steps, Reflections and Closing</b> 10 mins	<ul style="list-style-type: none"> <li>Ask participants a final question, <b>What is one key thing you will be taking away from the session?</b> (slide 12)</li> <li>Show the Maya Angelou quote as a final thought and a message of hope (slide 13)</li> <li>Offer to send participants the slides used and some resources after the session</li> <li>Thank everyone for their participation, give an encouraging message about the importance of continuing the struggle against Racism and all forms of Oppression</li> </ul>	<p>Slides 12-14</p> <p>Share a link for more about Maya Angelou: <a href="https://en.wikipedia.org/wiki/Maya_Angelou">https://en.wikipedia.org/wiki/Maya_Angelou</a></p> <p>Some links on De-Colonising and Racial Equity to share:</p> <p><a href="https://embraceeveryone.wordpress.com/2019/12/09/de-colonising-our-minds/">https://embraceeveryone.wordpress.com/2019/12/09/de-colonising-our-minds/</a></p> <p><a href="https://embraceeveryone.wordpress.com/2020/11/13/de-colonising-the-future/">https://embraceeveryone.wordpress.com/2020/11/13/de-colonising-the-future/</a></p> <p><a href="https://www.racialequitytools.org/resources/act/strategies/training-and-popular-education">https://www.racialequitytools.org/resources/act/strategies/training-and-popular-education</a></p>
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Recommendations from Day 1

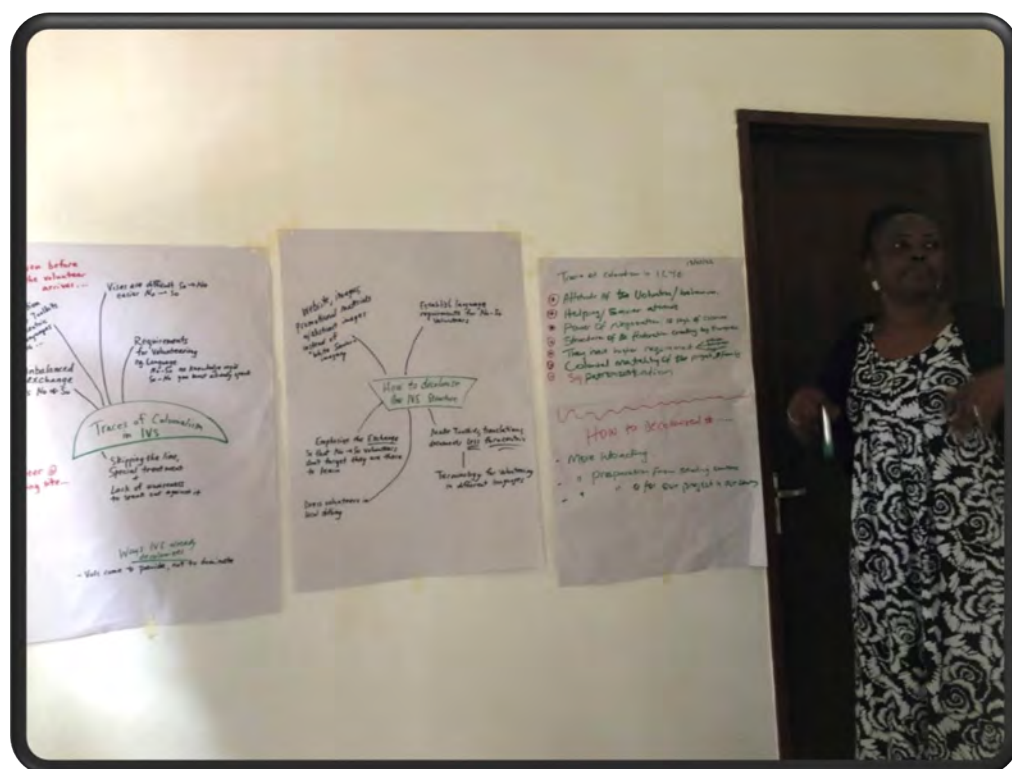
- Use the Social Contract with volunteers during orientation (to remind them that this new country is not your playground and reinforce the mutual learning environment)
- Include the I Can't Breathe exercise in the Toolkit



## Day 2: Wednesday, 13th July 2022

Activity	Description
History of Mombasa and Kenya	Presentation of the context where we find ourselves having this Evaluation Meeting, including references to themes relevant to the project
Karibu! Swahili culture is vibrant, and was before colonisation as well! Moreover, Mombasa is a multicultural hub of diverse religions and ethnicities. We learned about key historical moments, including the <a href="#">Zanzibar Sultanate</a> , <a href="#">Mau Mau Uprising</a> , various instances of post-election violence. We were able to learn more about the religious pluralism and linguistic diversity through these	

Activity	Description
Traces of Colonialism	Interactive activity designed to encourage us all to analyse the colonial legacy of the place where we are meeting and the field in which we work
<p><b>Activity:</b></p> <ul style="list-style-type: none"><li>- Participants were given an allotted time to explore the surrounding area and to report back with photos of what they believe shows the a colonial legacy</li><li>- Photos were then projected and discussed.</li></ul> <p><b>Follow up discussion:</b></p> <ul style="list-style-type: none"><li>- Participants were split in to smaller groups and asked to identify the traces of colonialism they see in International Voluntary Service, additionally they were tasked with identifying points for potentially mitigating the potential harmful effects of this legacy.</li></ul> <p><b>Traces of Colonialism in IVS:</b></p> <ul style="list-style-type: none"><li>- Visas are difficult to obtain for volunteers going from South to North, and easier for North to South</li><li>- Preparation materials and Toolkits are Euro-centric (also published in exclusively European languages)</li><li>- Requirements for volunteering openings: to come to Europe, you are already required to speak the language, to come to the Global South there are few language requirements</li><li>- Unbalanced exchange, i.e. there are more volunteers coming North-South than South-North</li><li>- Skipping the line and special treatment of European volunteers in the Global South + lack of awareness to speak out about it</li></ul> <p><b>How IVS already decolonise:</b></p> <ul style="list-style-type: none"><li>- Volunteers come to provide, not to dominate</li></ul> <p><b>How to decolonise the IVS structure:</b></p> <ul style="list-style-type: none"><li>- Website, images, and other promotional materials should use abstract images instead of reproducing 'white saviour' imagery</li><li>- Establish language requirements for North-South volunteers</li><li>- Emphasise the <b>exchange</b>, so that North-South volunteers are reminded that they are there to share and learn reciprocally</li><li>- Dress volunteers in local clothing</li><li>- Make toolkits and other documents less Eurocentric, e.g. include more terminology for volunteering in different languages</li><li>- Improve preparation in sending countries</li></ul>	





Activity	Description
<b>Volunteers' Solidarity Campaigns</b>	Presentations of the volunteers' Solidarity Campaigns
<p>As an example: Matus and Mercy shared their powerful campaign materials resulting from the training. The campaign titled <a href="#">Sio Mkimbi Tu!</a>, by ICYE Kenya, aims to challenge all of us to SEE the people behind the label REFUGEE to acknowledge their humanity and to affirm their human dignity. The photos and videos were disseminated via social media during the summer of 2022.</p>	

Activity	Description
<b>Thinktank 1 and 2</b>	Provide space to reflect on the achievements and challenges that arose during the implementation of this project
<p>In advance of the Evaluation Meeting, participants were encouraged to collect their questions to be posed during the Think Tanks.</p> <p><b>Questions posed:</b></p> <ul style="list-style-type: none"> <li>- Could we see the participant selection process and the importance of the participation profile in such a project?</li> <li>- How has the pandemic changed our work? What elements could/should be digitalised?</li> <li>- How should we proceed with this project/ experience in the future?</li> </ul> <p><b>Participant Selection:</b></p> <ul style="list-style-type: none"> <li>- Host projects should have more input in the selection process, but how?</li> <li>- Volunteers need to be better informed about the project/them/Key Action</li> <li>- Better preparation and assessment of selected volunteers, e.g 3-day weekend of workshops so the Sending Organisation can observe how candidates interact and determine which project fits</li> <li>- More trainings on mental health, self-awareness, and peer support structures for volunteers and staff</li> <li>- Ensure Certificate of Health is completed so that the Hosting Organisations can be informed about the mental health situation (Can we interview families?)</li> <li>- We need mature candidates, who are aware of where they are going, especially because now things have changed and are more difficult</li> </ul> <p><b>Pandemic impact:</b></p> <ul style="list-style-type: none"> <li>- Mental health of volunteers, staff, stakeholders, public – affects everything</li> <li>- Further limited the capacities of already struggling organisations</li> </ul> <p><b>What could potentially be digitised?</b></p> <ul style="list-style-type: none"> <li>- Impact assessment, develop an App for it</li> <li>- Opportunities for hybrid activities</li> <li>- And ICYE online volunteer platform – also to serve as a source of reference/information for potential volunteers</li> <li>- Interview process</li> <li>- Marketing via social media</li> <li>- Post-project follow-up exercises</li> </ul> <p><b>Moving Forward:</b></p> <ul style="list-style-type: none"> <li>- Modify/Update the volunteer selection process</li> <li>- Ensure we have room for flexibility and adaptability built into our projects</li> <li>- Publish our Toolkit and disseminate it widely</li> </ul>	

### Recommendations from Day 2:

- Website, images, and other promotional materials should use abstract images instead of reproducing 'white saviour' imagery
- Establish language requirements for North-South volunteers
- Emphasise the **exchange**, so that North-South volunteers are reminded that they are there to share and learn reciprocally
- Dress volunteers in local clothing
- Make toolkits and other documents less Eurocentric, e.g. include more terminology for volunteering in different languages
- Improve preparation in sending countries
- Modify/Update the volunteer selection process
- Ensure we have room for flexibility and adaptability built into our projects
- Publish our Toolkit and disseminate it widely



### Day 3: Thursday 14<sup>th</sup> July 2022

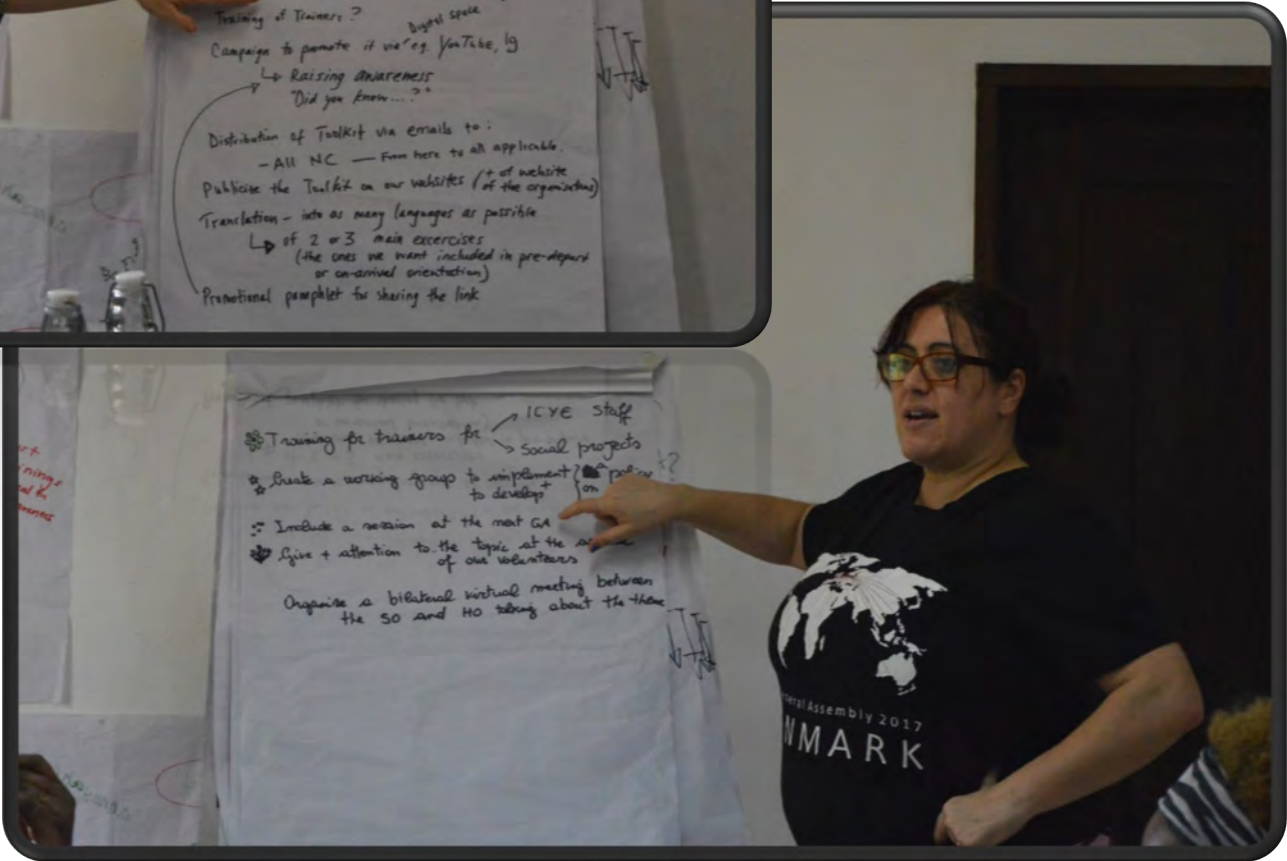
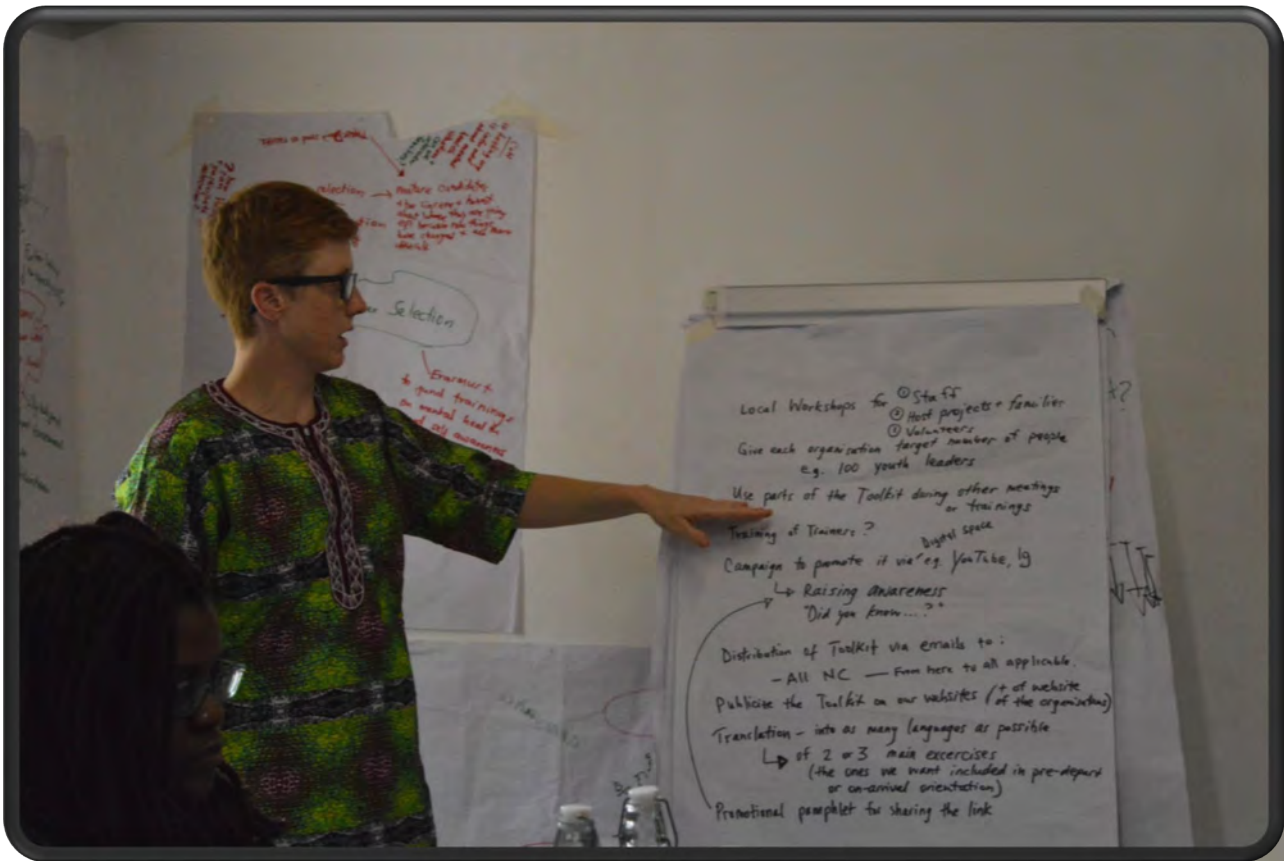


Activity	Description
<b>Analysing Toolkit Survey Results</b>	Presentation of the Anti-Racism Toolkit Survey responses, so we can identify what needs our attention. Point out what NCs already doing in their work to tackle anti-racism
<p><b>Objective Of the Activity</b> : share the survey with the evaluation team to develop recommendations based on the results</p> <p><b>Notes:</b> Survey intended to measure the level of discrimination in the ICYE structure and inform the Anti-Racism Toolkit  <a href="https://docs.google.com/forms/d/e/1FAIpQLSduc0hKvgFUqPEBPXOdKqw3N19VTQgwTxv82no2rH836r5TMA/viewform">https://docs.google.com/forms/d/e/1FAIpQLSduc0hKvgFUqPEBPXOdKqw3N19VTQgwTxv82no2rH836r5TMA/viewform</a></p> <p>Survey limitations:                      No respondents from the Asia Pacific region                      Few European respondents                      Most respondents were female                      Most volunteer respondents were placed in Europe (the others in Africa)                      Most organisations that responded based in Americas</p> <p>Responses:                      10% responded that they have faced racism in ICYE (e.g. making fun of their accent, voice felt less heard, violence at a restaurant)                      All of those said that they did not report the incident to the ICYE office. Why? They reported it to the host project or they didn't have the knowledge they needed to know where or how</p> <p>Witnessed indirect racism? 30% yes (e.g. conflict in the apartment, working group at a workshop)                      *the mentor at the host project had experience in anti-racism and then helped the volunteer stand up to racist behaviour</p>	

Activity	Description
<b>Recognition and Validation</b>	Presentation on the different recognition tools we have available to use in this and future related projects.
<p><b>Objective Of the Activity</b> : Emphasise the importance of Recognition in volunteering</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>- Outline how to use the YouthPass <a href="https://www.youthpass.eu/en/">https://www.youthpass.eu/en/</a></li> <li>- Identify what ways we can learn from this best practice in Recognition and Validation, expanding the concept into other parts of our work</li> </ul>	

Activity	Description
<b>DEOR - Dissemination and exploitation of results</b>	Identify all the next steps connected to dissemination of results
<p><b>Objective Of the Activity</b> : Outline what we will do to share the knowledge and information generated through this project</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>- Break into two group and have each team come up with suggestions to optimise the Dissemination Plan</li> <li>- Each part of the Dissemination Plan needs to be included in the Action Plan so that someone is tasked to coordinate it.</li> <li>- Review all the other flipcharts in the room for other points connected to dissemination that must be taken into account</li> </ul>	





Activity	Description
Action Plan and Next Steps	A review of all of the sessions of the past days, highlighting key discussions and recommendations that we developed together. Then we delegate the tasks and turn it into a time-bound action plan
Objective Of the Activity : Prioritise what should be followed-up on, by whom, and when	
See the table below.	

ACTION PLAN			
	WHAT	WHO	WHEN
Toolkit	Feedback on the Toolkit draft	Nozuko and other participants	August 2022
	Choose 2 or 3 exercises to recommend for orientation and then potentially translate into different languages??		September 2022
	Promotional pamphlet for the Toolkit	Ask Sara, IO volunteer	September 2022
	Disseminate Toolkit via email, Via social media, Via websites	IO #Matus All NCs	After toolkit is complete, September-October 2022



<b>Meeting follow-up</b>	Involve other project partners (the ones who did not attend the evaluation meeting) in the Action Plan	IO	<b>September 2022</b>
	Send report of this meeting to all NCs, highlighting recommendations	Participants responsible for daily reporting	End of <b>September 2022</b>
<b>ICYE Federation General Assembly</b>	Motion at the upcoming GA - for an anti-discrimination policy and Sub-Committee to develop the policy (refer to the recommendations in this report)	Nigeria, Brazil, Kenya, South Africa NCs + other NCs involved in the project? + IO	Online meeting in <b>October 2023</b> to plan before November 2023 GA
	Conduct training at the upcoming GA to explain the Toolkit and to argue in favour of our motion	IO	1 hour session at GA in Ghana, <b>Nov 2023</b> 5 hour larger-scale training in Peru, <b>Nov 2025</b>

Activity	Description
<b>Evaluation Round</b>	Participants express their opinions about what went well and what could be improved about the meeting.
<p><b>Objective Of the Activity</b> : Learn from our experiences together</p> <p><b>Notes:</b> What we learned:</p> <ul style="list-style-type: none"> <li>- How ideas are brainstormed, developed and decided upon in an international organisation/federation</li> <li>- The importance of recognition in volunteering</li> <li>- About dissemination</li> </ul> <p>Impressions:</p> <ul style="list-style-type: none"> <li>- Actually actively taking part in this evaluation process feels so different than just receiving information in an email</li> <li>- The conversations we've had make me take the topic of racism so much more seriously. It was eye-opening.</li> </ul> <p>Best part:</p> <ul style="list-style-type: none"> <li>- The structured action plan that we have now as a result!</li> </ul> <p>Could be improved:</p> <ul style="list-style-type: none"> <li>- How can we get European partners to participate in the action plan that we created?</li> </ul> <p><b>Annexed:</b> written meeting evaluation forms</p>	

### Recommendations from Day 3:

- Identify a mentor in the host project (or nearby) who has experience in anti-racism who can then help the volunteer to stand up to or respond to racist behaviour they might experience
- NCs in the global north who go out of their way to meet their partners in the global south halfway, they should be included as best practices

### Day 4: Friday 15<sup>th</sup> July 2022



Early in the morning, the group of participants left the hotel by bus in direction Mombasa city centre, in order to visit the first Organisation called **Big Ship** (<https://bigship.org/>)

The director Mr. Bosco Juma ([boscojuma10@gmail.com](mailto:boscojuma10@gmail.com)) and other social workers and collaborators gave a warm welcome to the group and started to present the Big Ship Organisation history and work.

Big Ship Community Based Organization is a community empowerment organisation that started as an environmental conservation youth group in 2009 in Jomvu, Mombasa County. A group of dynamic and passionate young people had noticed how the local communities were struggling



against poverty and poor waste management combined with the deteriorating state of the surrounding environment due to increased human activities, so they decided to start a change by providing socio-economic solutions and environmentally innovative initiatives.

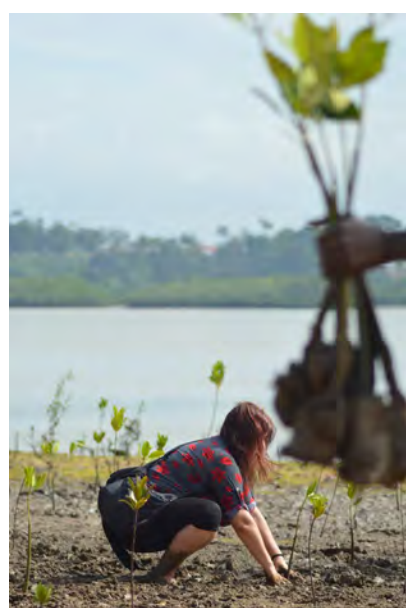
Nowadays, Big Ship has created strong partnerships with more than 50 different communities, local and international organisations, political and social groups, schools, universities, etc. The mission is to promote sustainable development by empowering local communities in environmental conservation through different projects; the work is based on three main pillars:

1. Big Ship focuses on building the resilience of urban and rural poor communities by diversification of the human potential through training, mentorship and knowledge integration, environmental campaigns so fighting poverty eradication is an urgent humanity call. It also seeks to promote empowerment of the youth, women and other marginalised groups by encouraging entrepreneurship and job creation to discover and develop their skills to be all-rounded individuals for both formal and informal work and agents of change.



2. One big problem in Mombasa is the poor waste management, as most of the urban waste is mushrooming into illegal dumpsites; eventually all of this waste materials, including plastics, drifts its way into marine zones and degrading the ecosystem. With Mombasa dependent on its tourism and the urban poor communities dependent on marine resources for livelihoods, the entire population is becoming more vulnerable to Climate Change. Big Ship focuses the engagements towards creating community awareness on best waste management practices and promoting the circular economy culture, from waste collection operations (such as collecting and selling plastic to be recycled), resource recovery, and advocacy for a clean environment.

Against poor physical planning and lack of working recycling approaches, Big Ship wants to conduct awareness and education on best practices and to capacitate in resource recovery within the waste value chain; of course, this educational work is made inside the communities but also in the schools and universities throughout capacity building activities, cleaning actions, workshops and campaigns.



3. The creeks of mangroves serve as lungs for the city (they take carbons 10 times more than other trees), they help to restore life and conserve the ecosystem, allow the fish to return, can be used to produce medicines, protect the coastlines and are home for biodiversity.

As approximately 80% of the mangrove ecosystem in local Tudor Creek has been depleted thanks to the proximity to urban settlements, the unsustainable exploitation and pollution, the majority of the poor and marginalised youth and women in adjacent communities are faced with direct, daily consequences of this degeneration and are vulnerable to climate change effects.

Big Ship is determined to see that mangrove restoration and conservation is happening for the sake of protecting livelihoods and developing climate resiliency and support and make possible the plantation of mangroves plants and promotion of these actions among multi stakeholder and campaigns engagements.

It also works with the digital mapping of the mangroves reforestation and reports that more than 302.000 mangroves has been planted in 10 years, and about 200 Ha of destroyed area has been restored.

The participant group had the opportunity to see on the floor the great work developed by the Organization and could “buy” and plant mangroves on the coast. It was an amazing experience that allowed for dirty hands and practical reflection on how to include climate change mitigation efforts into our youth projects.



After this first visit and a coffee stop, the group went to a very poor area of Mombasa with some rural aspects, to learn about the second Organization called **Centre for Development and Peace (CDP)** (<https://www.cdp-kenya.or.ke> - Contact Person: Shamim Juma shamimmjuma@gmail.com )



Center for Development and Peace-Kenya was born in 2016 and it is a youth and women led movement driven by a mission of enhancing local participation of women, persons living with disabilities and youths in governance and development of their communities by using as much local resources as possible and giving to them the control of their lives.



The area in which the Centre was created suffered from different problems, some linked to the climate issue (when there are floods, the kids cannot go to school), to the social situation (poverty, prostitution, pregnancy among teenagers, abuses...), to the religious situation (half of the community is Christian, half is Muslim) and to the conservative ideologies of the local community.

CDP has only four paid staff and some volunteers; it survives through donations and partnerships, as the government is only one of the partners. They assist teenagers between 15 and 19 years old but also women until 35 years old, helping them to be less vulnerable; they are actually benefiting about 300 local families directly.

The Centre does a great job in many areas:

- They conduct different activities against violence, gender-based violence and extremism in particular, through national campaigns, theatre experiences and workshops,
- they offer trainings about peace building and non-violent conflict resolution,
- they support entrepreneurship by offering trainings about digital skills and small-scale business,
- they help the empowerment of women and girls with mentorships, advocacy for inclusion and specific programs, also directed to LGBT,
- information campaigns to create awareness on Malaria, HIV, pregnancy, basic hygiene and other women health problems,
- they encourage public participation,
- they provide a safe space to stay and change ideas and experiences and a free wifi place for the local youth.



After the second visit and a walking tour of the community, the group headed to visit the third Organization, called **Tunaweza Women with Disabilities** (<https://www.facebook.com/tunawezawomen> - Contact Person - Charity Chahasi [chahasicharity@yahoo.com](mailto:chahasicharity@yahoo.com) ).

Based in the historic port city of Mombasa and formed in 2000, Tunaweza (that means “Yes we can”) is a registered Community Based Organization made up of women with physical disabilities and mothers of disabled children who are working towards changing the lives of women with disabilities in Kenya. Throughout their lives they have experienced how women like them are among the most disadvantaged in Africa: almost all the participants are single mothers, they could not take the common transportation method (shared vans), nor could they go anywhere that was not on the ground floor; employment opportunities were scarce, and begging was viewed as the only other realistic alternative.

Besides that, many people believe that they are not valuable members of society. However, they know this is far from reality and they want to prove that they have talents beyond their disabilities and they can participate meaningfully in the general welfare of the community.

The Organization mission is to facilitate the empowerment of women, girls and people with disabilities to overcome their physical limitations, to become productive members of the community and to have control over their own lives.

Nowadays, Tunaweza is composed of 25 members who work full time and collectively run business activities on a small scale to generate sustainable income to provide for themselves. These included making and selling peanut butter, nice and coloured clothes, accessories, jewellery, masks; as in Kenya it is not allowed to use plastic bags anymore, they produce different kinds of bags (laptop bags, recycled plastic bags, purses, backpacks, etc.). One of the first products that the Organization started to produce were feminine hygiene kits and reusable sanitary towels that were distributed to girls in schools, to help them continue their education with health and dignity (they also educate them on how to use them and offer workshops against sexual gender based violence).



According to their values, they are also fighting for those who do not have a voice, for the acceptance of new laws about disabled persons' rights and for their right to be included in leadership, governmental participation and representation.

Despite all their limitations and small group size, the impact they have had on society was far reaching and life changing for many. They were responsible for initiating disability movements in Mombasa. In 2016, they got women with disabilities to be elected into Mombasa County government for the first time. They even managed to get medical exam fees waived for persons with disabilities so those people can obtain government cards necessary to receive disability benefits.

After some very impactful speeches and changes of experiences, the participants could buy some of the products offered and leave the placement with a lot of admiration for these strong women.



### Recommendations from Day 4:

- Integrate an activity that empowers participant involved in climate change mitigation measures or community-led climate justice activism into every project/activity in order to emphasize the importance of this transversal priority.

### SUMMARY OF RECOMMENDATIONS

The recommendations as compiled over the course of the 4-day evaluation meeting are to be shared with other IVS organisations (inside and outside the ICYE Federation) to encourage the further exchange of good practices. Further, we hope for these recommendations to serve as useful guidance for the Policy Implementation Sub-Committee and for the policy adaptation processes planned in our current KA2 Cooperation Partnership 'Decolonise-IVS'.

- Use the Social Contract with volunteers during orientation (to remind them that this new country is not your playground and reinforce the mutual learning environment)
- Include the I Can't Breathe exercise in the Toolkit
- Website, images, and other promotional materials should use abstract images instead of reproducing 'white saviour' imagery
- Establish language requirements for North-South volunteers
- Emphasise the **exchange**, so that North-South volunteers are reminded that they are there to share and learn reciprocally
- Dress volunteers in local clothing
- Make toolkits and other documents less Eurocentric, e.g. include more terminology for volunteering in different languages
- Improve preparation in sending countries
- Modify/Update the volunteer selection process
- Ensure we have room for flexibility and adaptability built into our projects
- Publish our Toolkit and disseminate it widely
- Identify a mentor in the host project (or nearby) who has experience in anti-racism who can then help the volunteer to stand up to or respond to racist behaviour they might experience
- NCs in the global north who go out of their way to meet their partners in the global south halfway, they should be included as best practices
- Integrate an activity that empowers participant involved in climate change mitigation measures or community-led climate justice activism into every project/activity in order to emphasize the importance of this transversal priority.





## CONTACT

This publication has been produced by the ICYE International Office within the framework of the project Youth Work Can Unite: International Volunteering to Enhance Solidarity and Fight Nationalism, co-funded by the Erasmus+ Programme of the European Union, Key Action 2 Capacity building in the field of Youth.

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Evaluations from Final Evaluation Meeting of the project  
Erasmus+ Key Action 2 project „Youth Work Can Unite: International Volunteering to Enhance Solidarity and Fight Nationalism“  
12-15 July 2022 - Mombasa, Kenya

In what capacity are you involved in IVS (International Voluntary Service) within ICYE?	Where do you work?	Were you expectations for the meeting fulfilled?	Please explain	How would you rate the methods used during the sessions?	Were you satisfied with the support offered to you by the hosting team?	Please describe the support you did (not) receive	How would you rate your own contribution to the programme	How would you rate the accommodation?
Host Project/Organization	Africa	Yes	Under the circumstances facilitators did a good job.	4	Yes		5	4
Organization Staff e.g Coordinator, Trainer	Africa	Yes	Yes, an evaluation of the project happened and there was the opportunity to discuss further certain topics and how they relate to IVS	4	Yes		4	4
Host Project/Organization	Africa	Yes	I got to learn some vital facts on ICYE project and programming. I learn some life lessons and skills during the tree planting	4	Yes		4	5
Organization Staff e.g Coordinator, Trainer	Americas	Yes	The project has been quite challenging due to the pandemic. Then it is great to have such a great results, a lot of issues and lessons learnt discussed in this final meeting.	5	Yes	Everything worked quite well. logistics, venue, program, workshop, etc	5	5
Volunteer	Africa	Yes		5	Yes		4	5
Organization Staff e.g Coordinator, Trainer	Americas	Yes	Interesting activities and important reflections happened.	5	Yes		5	5

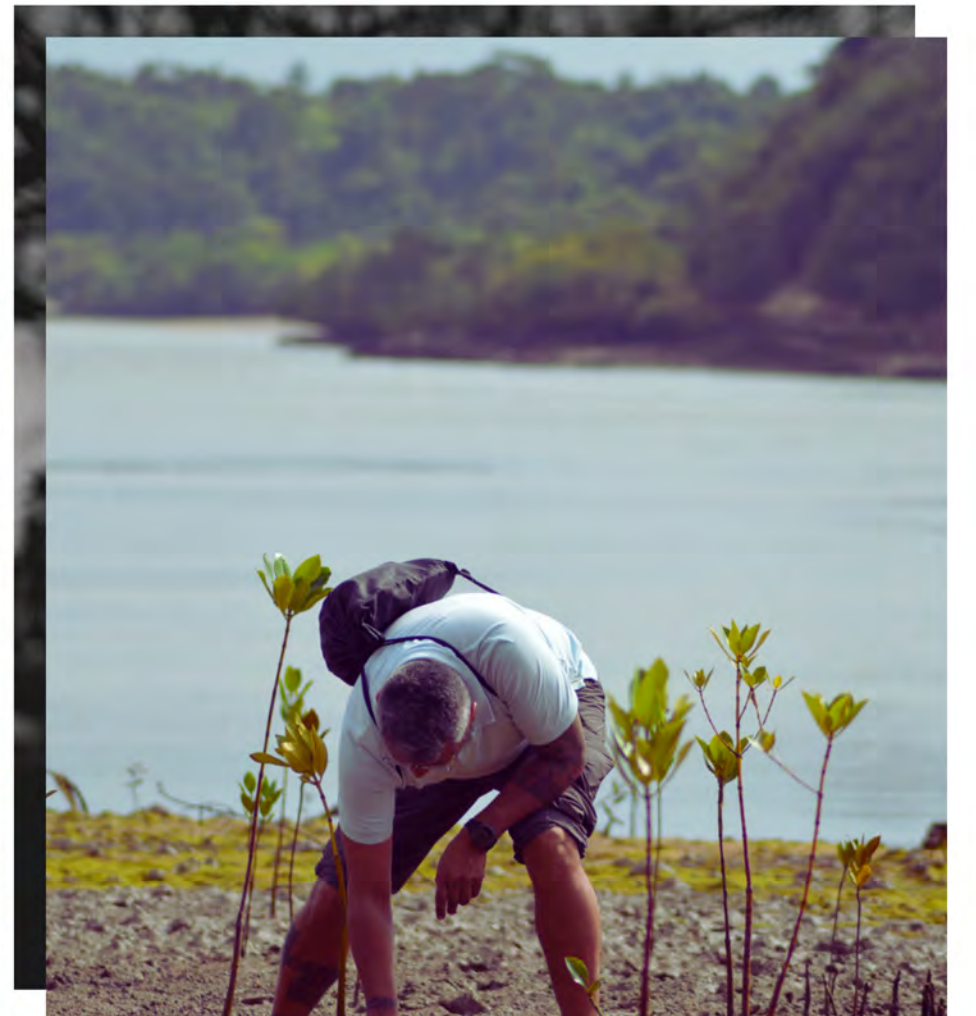


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Any comments about accommodation	How would you rate the food?	What worked particularly well during the meeting?	What could be improved next time?	Do you feel that we achieved the goals outlined in the meeting agenda?	Do our meetings give you space to interact with fellow team members in ways that feel like genuine connections?	Do you have any other important feedback to share? (either about the meeting or about the recommendations we want to make for future projects to be more actively anti-racist)
	4	Working together spirit - in contributing to the toolkit	This meeting was suppose to be - I would have loved if the NS attended	Yes	Yes	In order for anything to work relevant parties need to actively engage
	4	Having a small group was easier to manage and allowed space for everyone's point of view to be heard	Time Management	Yes	Yes	It would be great if all participants of the project i.e hosting and sending NCs, Hosting Organisations and Volunteers all have representation in the evaluation meetings  Recommendation to make the Youth Pass a universal document that will be relevant outside the EU as well  Recommendation to have a representative of the Erasmus+ programme / EU Commission to participate in the evaluation meetings
The food stuff were monotonous	3	Time.management	Pre- conference online briefing	Yes	Yes	We departed almost immediately we finished... there should have been some little space to rest and digest  Also the mode of transport from Nairobi to Mombasa should be rail in order to feel the culture the more
Beautiful and comfortable place.	5	The activities of the workshop including the project visits were quite good and productive	More participants from all regions.	Yes	Yes	Thank you!!
	5	Communication - comprehending the goals	Network connection in working space	Yes	Yes	No. All important has been said on the meeting. Thanks :)
Great rooms, beautiful spaces.	5	The energy and preparation of the group were great; all very committed people	It was ok	Yes	Yes	It was a pity than some organizations were missing



# EVALUATION MEETING IN MOMBASA



# MANGROVE REFORESTATION



Co-funded by  
the European Union